



Official Publication  
of the American  
Federation of Teachers

Vol. 8 — No. 2

# The AMERICAN TEACHER

DEMOCRACY IN EDUCATION . . . EDUCATION FOR DEMOCRACY

66

CHICAGO 11, ILLINOIS

November, 1961

UNIVERSITY MICROFILMS  
313 N. FIRST ST.  
ANN ARBOR MICH.  
MSC.

## Board Acts for Election

### Asks City Labor Department To Speed New York Balloting

By Al Shanker

Field Representative, American  
Federation of Teachers

NEW YORK, N. Y. — New York's newly appointed board of education in its second meeting ordered "full speed ahead" for an election among the city's 40,000 teachers to select their bargaining agent.

On a motion by Board Member Brendan Byrne, a former teacher, the board asked the city labor department to "hold a collective bargaining election as promptly as possible, to determine the appropriate unit or units, the eligibility of categories of individuals entitled to vote, and the organizations to be on the ballot."

#### Board Unanimous

The board voted unanimously one day after the United Federation of Teachers, Local 2, called on it to act in order to end the 16-months long "turmoil and campaigning." Local 2 initiated and has spearheaded the bargaining election campaign.



Mr. Cogen

The United Federation of Teachers had asked before the board action that the board, as employer, should not set the terms and conditions of the election, but that these should be left to the labor department as the appropriate agency.

#### The New Members

The new board of education was appointed in September after the state legislature ousted the previous one.

Central Labor Council President Harry Van Arsdale, Jr., was a member of the panel aiding in the selection. Members are:

Max J. Rubin, former president of the State Citizens Committee for the Public Schools; Clarence Senior, Brooklyn College sociology professor and former Puerto Rico labor department official; Morris Iushewitz, newspaper guildsman and secretary of the New York City Central Labor Council.

Also, Byrne, executive director of Heritage Foundation; Lloyd K. Garrison, former chair-

Turn to Page 2



Dinners and other welcoming events for new teachers were held by many AFT Locals in cities throughout the country early this school year. In photo above, Mary Lucille Davis, president of the Rockford, Ill., Federation of Teachers, Local 540, left, and AFT President Carl J. Megel, right, greet New Teachers Arzella Lowe and John Knaus at Rockford "pot luck dinner" addressed by Megel. Photos, similar events by other Locals on pages 5 and 7.

## Scan Use of Teaching Machines

### Minneapolis, 59, Seeks Ballot To Select Bargaining Agent

MINNEAPOLIS, Minn. — Members of the Minneapolis Federation of Teachers, Local 59, voted unanimously approval at press time of a request subsequently filed with the state labor conciliator for an election to select a collective bargaining agent for the city's teachers.



Mr. Hoagland

The Local's members voted full speed ahead despite cases then pending in the state Supreme Court, brought by the Minnesota Education Association and the Richfield, Minn., school board to enjoin a similar election ordered by the conciliator on application of the Richfield Federation of Teachers, Local 1204.

Melvin C. Hoagland, Local 59 president, said the membership action was taken on advice of Sam Sigal, the union's attorney. Issues raised in the court cases were whether the conciliator has authority to proceed and whether under the law there can be an exclusive bargaining agent.

The law provides that the conciliator shall conduct a hearing to determine the applicant's interest and whatever other groups are to be placed on the ballot before securing lists of

Turn to Page 2

### California Law Protects New Teachers

Page 3

### Joseph Landis, Noted Leader Dies in Ohio

CLEVELAND, O. — Joseph F. Landis, 70, a past-president of the American Federation of Teachers and charter member as well as top echelon leader in the Cleveland Teachers Union, Local 279, died in Huron Road Hospital following a stroke.

He was president of the American Federation of Teachers in its war and post-war growth years, 1943 to 1948, a vice-president for several years before and afterwards, and a delegate to national conventions



Mr. Landis

Turn to Page 2

### Megel Calls for Evaluation Of Devices in Public Schools

CHICAGO, ILL. — Locals of the American Federation of Teachers are currently urged by President Carl J. Megel to investigate, evaluate and report on the ways and purposes for which so-called teaching machines are being used or contemplated in their communities.

Megel called attention to the intensive sales efforts being made by manufacturers of the various kinds and types of the machines, the use of which is being increasingly referred to in

the lay press as "robot education."

He said a major question appears to be: Are the machines contemplated as devices to replace teachers or reduce their number, or to enrich the learning process as a teacher-aid for which latter various types have been praised by many teachers.

#### Discussed Nationwide

Also, in a memorandum to the AFT executive council, Megel wrote: "The use of teaching machines is a subject of considerable discussion in practically every school district this semester."

He said he had asked Dr. George Reuter, Jr., AFT research director, and Robert Porter, administrative aide, to assist in gathering materials and visiting schools to appraise and recommend policy for the American Federation of Teachers. He continued:

"Nearly 200 firms with high pressure salesmen are calling

Turn to Page 2

### Southern Desegregation Peaceful

Page 6



## Acts for Election

From Page 1

man of the National War Labor Board and trustee of Sarah Lawrence College; James D. Donovan, attorney noted for his participation in the Nuremberg Nazi trials.

Also, John F. Hennessey, former trustee of Iona College and past-president of the New York Building Congress; Judge Samuel A. Pierce and Anna M. Rosenberg, public relations and industrial relations consultant.

### Meeting Is Public

About 200 teachers heard the board act for the election. Unlike the old one, it conducted business at a public meeting rather than in secret session. Following the motion to proceed with the bargaining election, representatives of various organizations were asked to speak.

National Education Association groups immediately began tactics to stall the election, asking the board to delay to meet with various teacher organizations. This was denied by Board President Rubin who stated that any such determination by the board as employers would be improper.

Charles Cogen and Samuel Hochberg, president and deputy-president of the United Federation of Teachers, declared:

"The swift action by the board on the collective bargaining question has done more to restore teacher confidence than any other single action that could have been taken.

### Hope for Excellence

"The cooperation of a strong and able board with a strong, united teacher organization gives us hope of bringing excellence to New York City's schools."

In his first speech, Board President Rubin stated, "The ultimate responsibility for quality in education is in the hands of teachers. . . . We shall do all in our power . . . to provide our teachers with decent compensation and with an education climate that challenges them to their best efforts."

While further steps toward the bargaining agent election were awaited, and the National Education Association continued to try to delay it, the United Federation of Teachers went on with its efforts to improve salaries and teaching conditions.

## Scan Machines

From Page 1

upon school representatives and administrators in an effort to sell this equipment. "If any of you," he told council members, "have information on teaching machines, we would appreciate having you share it with us."

### Current AFT Policy

Megel added it is sufficient at the present time to restate "our traditional position: The American Federation of Teachers supports any new technique or any new device which supplements and aids the good teacher in his classroom."

"Equally important," Megel warned, "is the lesson quality and techniques the mechanical devices offer." He pointed out that many teachers using the machines as aids have indicated

## Minneapolis

From Page 1

eligible voters and assigning polling places. In the case of labor unions, the request for an election is authenticated by filing the minutes of the membership meeting. Non-union groups must submit petitions from 20 per cent of their members.

Hoagland said the election may be held about a month after the conciliator's hearing, in the absence of legal contest such as in the Richfield case. Local 59 has set up a committee to sponsor its election campaign.

The Richfield case was taken under advisement by the Supreme Court following hearings on the petitions.

that they speed and enrich learning in various subjects.

Meanwhile, lay and semi-professional discussions of the machines in the press have exceeded those of newly offered techniques of the past, with many administrators and educators, especially at the college and high school level, reportedly taking a "new look" at the process.

### "Will Robots Teach?"

In a seven-page article, "Will Robots Teach Your Children?" in the October issue of *Popular Mechanics*, Joseph N. Bell, the writer, summarizes:

"The case for using machines to teach motor skills is indeed a strong one. But some psychologists are flexing their muscles more aggressively in relation to the effect teaching machines will have on public school teachers.

"One asserted: 'The teacher's function will be custodial—to keep children out of their mother's hair.'" Dr. Frederic Skinner, Harvard University behavioral psychologist, was quoted as having written: "The simple truth is that as a mere reinforcing mechanism, the teacher is out of date."

### Need For Competency

Competency in the preparation of the teaching program for the mechanical devices is stressed by most authorities. Megel suggested that AFT Locals in communities using the various types of machines establish or assign existing committees to evaluate them as well as methods of use and lesson quality.

In a summary of existing information on teaching machines and their uses, Dr. Reuter pointed out their various advantages and under the heading of "The American Federation of Teachers and Teaching Machines," wrote:

"Teaching machines will not replace teachers as long as the general public desires quality in the classroom. A machine cannot compare with an individual. Machines were never conceived to replace teachers.

### May be Attempted

"There is a danger, however, that this may be attempted. It took the courts to say, 'no,' to the idea of replacing night guards with spring guns. Just as the courts rules that guards must exercise the power of reason under varied conditions, so teachers are constantly needed to guide decision-making in the classroom."

Dr. Reuter also anticipated teaching machines as "costly items that will increase the cost of public education." Meanwhile,

many teachers appeared enthusiastic regarding such costly but perfecting devices as the language laboratory when used under the direction of the skilled teacher.

### Larger Class Danger

Megel said that most communities are obviously and presently experimenting with the machines as teachers aids, but added that any use of them to replace teachers or increase the number of students in classes is "obviously undesirable."

He requested that Locals evaluating current or proposed use of the machines in their community, send copies of their reports to the American Federation of Teachers national office, 716 North Rush St., Chicago 11, marked to his attention.

## Joseph F. Landis

From Page 1

for nearly two and one-half decades.

### Honored Before Death

His continuous leadership made him one of the coast-to-coast figures of his day. He was a past-president of the Cleveland Teachers Union, of which he was named honorary life president when presented with a gold watch in recognition of his long services last May. (*American Teacher*, Sept., 1961).

He served several terms as chairman of the Cleveland Federation of Labor education committee, and as a member of the Ohio Federation of Teachers executive council.

### Teacher 40 Years

Mr. Landis was a native of Reed's Gap, Pa., the son of Joseph H. and Blanche McCulloch, both teachers. He received his Bachelors from Juniata College, studied additionally at Western Reserve University and in 1957 retired after 40 years of teaching, first as a physical education instructor in Cleveland's East High, then as an English and Speech Teacher in the city's Collinwood High.

He was also a part-time instructor in Cleveland College and following the war was supervisor of a Cleveland Work-Study Training Program of the Foreign Operations Administration at Western Reserve University, with students from the major countries of Europe, including Germany and Austria, to "teach them the truth about us."

### An UNESCO Advisor

Mr. Landis served as labor advisor to the UNESCO general conference in Mexico City in 1947, and participated in similar conferences in Boston, Cleveland and New York called by the U. S. National Commission on UNESCO.

At one time he was employed by the American Federation of Teachers for three successive years to spend a semester a year touring the United States to address teachers on the problems of education and the building of the teacher's union.

Various, he lobbied in the national Congress for Federal Aid for Education, and in the Ohio legislature in support of improved teacher tenure and increased state financing of schools. He was president of the Cleveland Teachers Credit Union



Newly appointed research director of the Rhode Island Federation of Teachers: Paul M. Dargie of Pawtucket, left, serving on a volunteer basis, going over procedures with John Converse, RIFT president, who appointed him. Dargie will supply liaison in research between the RIFT and its Locals, the American Federation of Teachers and the AFL-CIO when they request. He is presently secretary of the Pawtucket-Central Falls Central Labor Council.

## 'Teachers at Work' Becomes World Television Production

WASHINGTON, D.C.—"Teachers at Work," made by the AFL-CIO with the cooperation of the American Federation of Teachers, as one of more than 100 "Americans at Work" 15-minute television film, has become an international star production.

Albert J. Zack, director of the AFL-CIO department of public relations, announced that in addition to being telecast by 235 stations in 48 states, Puerto Rico and the District of Columbia, the teachers film has been shown to overseas troops over 28 outlets of the Armed Forces Network.

### Now in 20 Languages

Additionally, it has been selected by the United States Information Service as part of our country's promotion program for the American Way of Life. For use around the world, the narration (*American Teacher* magazine, Oct., 1959) has been translated into more than a score of languages including such exotic ones as Urdu.

And it is still going strong in the United States. Some 190 American television stations are currently carrying "Americans at Work," some of them repeating the entire series.

The films are also finding new usefulness. In cooperation with the American Vocational Association, surplus prints are being made available by the AFL-CIO to state universities and vocational departments. Scores of

at the time of his death, and had previously served as a director.

### A Sports Official

He officiated for more than a decade in football, basketball and track events; was an ex-president of the Cleveland Football Officials Association as well as member of the Ohio Football Officials Association and the Cleveland Basketball Association. He was a nationally registered basketball official.

Mr. Landis is survived by his widow, Beulah; a son, James, and two daughters, Mrs. Frank J. Urban and Mrs. Harold Dimlin.

copies have been placed in school and college film libraries for classroom use.

### Teacher Praises Film

Typical of the feeling of education toward the teachers film is this comment coming from Mrs. Dorothy Lichtman, librarian of Longfellow school in Arlington, Va.:

"I had the film shown 11 times in two days and it was most stimulating and inspiring to all of us who saw it. Thank you so much for adding to the education of all of us."

The "Americans at Work" films were made to build public appreciation of organized labor by showing union members actually at work in their infinite variety of jobs. The teachers film was made of members of the Cleveland Teachers Union, Local 279, at work in the city's schools with American Teachers-Editor Marie L. Caylor and then Local 279 President Paul A. Corey as technical advisers.

## First Twelve AFT Locals Make Quotas

CHICAGO, Ill.—First school-year honors for states with the most AFT Locals making their membership quotas go to Illinois and Minnesota. Each reported five. The listing follows:

Illinois—Macoupin, Local 528; West Frankfort, Local 517; School for the Deaf, Jacksonville, Local 919; Caseyville, Local 1221, and East St. Louis, Local 1327.

Minnesota—Lake County, Local 737; Mound, Local 926; Biwabik, Local 1303; Buhl, Local 1368 and Greenway, Local 1336.

Other Locals over the top, bringing the total at press time to 12, were Gary, Ind., Local 4, and Boston, Mass., Local 66, each showing major gains.



## Pay Raise, \$250, and Dues Check-Off Won in Milwaukee

Earlier Gains, Page 8

MILWAUKEE, Wis.—Milwaukee teachers and teacher-librarians as well as welfare workers and recreation instructors will start the 1962 calendar year with a \$250 across-the-board pay increase approved by the school board along with voluntary payroll deductions of organization membership dues.

Both of the revisions were included in the salary requests made by the Milwaukee Teachers Union, Local 252, and recommended by School Supt. Harold S. Vincent. Local 252, however, made other requests including additional differential pay, and a larger increase than

a nominal concession to summer school teachers.

The new teachers schedule will lift the Bachelors lane to \$4,900, minimum, with \$7,800, maximum, and range over five other divisions to a top starting of \$5,400 and \$8,900 maximum for teachers highest above the Masters. Teachers with Masters will receive \$5,000 to \$8,100.

Under the approved dues check-off, any employee organization may submit a request for the service to the board, and after being certified receive payroll deduction cards for members. The check-off was requested by all school unions, and opposed by the non-union teachers association.

## Toledo 250 Plan, Paychecks Every Two Weeks, Now in Use

TOLEDO, O.—Approximately 100 teachers here who elected to do so before this school year's sign-up deadline are currently receiving salary checks every two weeks the year around via the Toledo Federation of Teachers, Local 250, under a plan effective this school year (American Teacher, May, 1961).



Mr. Dence

Joseph V. Dence, Local 250 treasurer, who originated the plan and completed it with the school board's legal and payroll departments, said it is to correct the situation in which Toledo teachers go payless in the summer, and time between paychecks ranges from five to 76 days during the year.

### Now Get 26 Checks

Teachers are officially paid ten months out of the year, in 20 checks—two each month. Under the Dence plan, the participating teacher gives the Toledo Federation of Teachers power of attorney to collect his pay, deposit it and reissue 26 checks at the rate of one every other Thursday to the teacher.

Necessary legal and transfer procedures were made with the cooperation of J. Slater Gibson and Clyde Slater, school board attorney and clerk-treasurer, respectively, and later approved by the state auditor.

The procedures are relatively

simple. The participating teacher gives the Toledo Federation of Teachers the power of attorney in a signed card. The Federation collects the teacher's paychecks which are less withholding and other deductions, for deposit only, in an account in the National Bank of Toledo. Local 250 then issues the 26 checks—one every two weeks for 12 months to the participating teacher.

The service is performed by Local 250 without charge to the teacher, and the only deductions are one-fourth of union dues in each of the four October-November checks. Each enrollee is to receive a free ticket to the Local's anniversary dinner in February.

### Time Limited Use

The plan was given school administration approval only shortly before the end of school last spring and teachers had only until Sept. 11 of this school year to enroll to participate this current year.

Enrollments for the 1962-63 school year are now being taken, with the sign-up deadline June 30. New teachers may participate under board regulations after a year of service. Dence said the plan is open to non-members as well as Local 250 members, but "we hope the non-members will join."

### First Checks Issued

All currently participating teachers are Local 250 members, he added, and initial checks were issued to them at the end of the first two school weeks this semester.

## Goldberg, N. Y. Dewey Award Recipient, Keynote Speaker

NEW YORK, N.Y.—Arthur J. Goldberg, secretary of labor in President Kennedy's cabinet, is announced as the keynote speaker at a luncheon of the annual spring conference of the United Federation of Teachers, Local 2, at which he is to also receive the Local's 1962 John Dewey Award.

The spring conference is scheduled for March 2 in New York City's Hotel Commodore. Goldberg represented Local 2 in hear-

ings an collective bargaining for the city's teachers prior to his appointment as secretary of labor.

The John Dewey Award is given annually to a person who has made an outstanding contribution to forwarding Dewey's program of Democracy in Education and Education for Democracy. Previous recipients include George Meany, Walter Reuther, and other notables in education and civic affairs.



Mrs. Ruth Brown, left, cited as "Secretary of the Year" by the Toledo, O., Federation of Teachers, Local 250, at dinner for new Teachers for her 17 years of service as the Local's secretary, snapped with Felicia Sainoskoski, new teacher in the system, and Mrs. Kelly Hynore, congratulating Mrs. Brown was presented with a Monet pin for her untiring services.

## Quaker Legislature Enacts Big Cut in School Districts

PHILADELPHIA, Pa.—Major education-wise achievement of the Pennsylvania legislature just ended in Harrisburg was enactment of a controversial bill mandating the consolidation of school districts in several steps.

Margaret Root, executive secretary of the Pennsylvania State Federation of Teachers, said that after 50 years of slow progress, districts will be reduced by 1965 to one-fourth of their present number.

She said teachers are protected in the reorganization by strengthened seniority provisions in the state tenure act which is on a statewide basis.

### Committee Plans Lost

Most other recommendations from a governor's committee on education were lost when a tax bill to finance the first year of the program was defeated in a party-divided Senate.

These included increased subsidies which might have provided salary increases for public school, state college and university teachers; also a junior college program. None of these can come up in 1962 unless the governor calls a special session.

Teachers did gain noteworthy improvements in retirement.

After July 1, 1962, both state and school employees, shortly before retirement, can choose and pay for full supplementation of social security, which now carries a 40 per cent offset on primary benefits.

The governor did agree, under the 1961 Federal amendments, to reopen OASI coverage to those who had previously rejected it. Large state funds are involved because the Commonwealth would pay retroactive to January, 1956, the full employers' share for state employees and one-half the same share for school employees. Forced retirement of professional employees under OASI was forbidden before age of eligibility for full OASI benefits with extension of tenure protection from 62 to that time. Other retirement laws will help smaller groups.

### Younger Teachers Benefit

The governor also signed a bill extending death benefits to the beneficiaries of younger teachers. The bill amended a 1956 law to end "deathbed retirements" which provided that the beneficiary of a school employee who had at least 25 years of experience and died in service would receive not only the employee's contribution, but also those of the state and school district. The legislature extended the benefit to those with at least 10 years of service, a most valuable fringe benefit, Miss Root

## California Law Protects Probationers

SAN FRANCISCO, Calif.—California has a new law signed this summer by Gov. Edmund Brown protecting probationary teachers state-wide from arbitrary dismissal without right of appeal or hearing.

Enactment by the legislature was backed by the California State Federation of Teachers and the California Labor Federation after its introduction by Assemblyman Edward E. Elliot of Los Angeles.

Louis J. Ellerman of Long Beach, CSFT president, said the purpose is to prevent arbitrary, capricious and unwarranted dismissal of qualified teachers by misguided administrators.

### Right to Appeal

Under the new law any probationary teacher in the state if discharged is given the right to 1) receive a letter stating reasons for dismissal, 2) a public hearing to determine cause, which must relate solely to the welfare of school and pupils, and 3) court appeal.

Previously, only probationary teachers in San Francisco, Los Angeles and San Diego, having over 85,000 daily attendance, were protected by statute.

The legislative action followed several cases over the state in which probationary teachers were dropped on vague charges or without explanation.

### Protects Parents, Pupils

Ellerman added: "The law will encourage the long-needed development of improved teacher selection and retention measures in small school districts, and protect all parents and teachers against loss of qualified teachers."

Session-long opposition to its passage came from school administration groups, including the California Teachers Association, the state association of school administrators, the California School Boards Association, and similar.

Hugh MacColl, executive secretary for the CSFT's northern region, was legislative representative of the union teachers in Sacramento during the session.

said, for younger teachers.

An unusual number of bills passed that affect teachers' work. There will be new openings under programs for more extension classes and area technical schools. An improved statewide library system was established. There should be some reduction in problem pupils because of appropriations to projects for combating delinquency and for more forestry camps.

Classes for the gifted, the emotionally disturbed and the culturally deprived were recognized for appropriations in the future. Bills to require Philadelphia teachers to live in the city and to lengthen the school day and/or year without any guarantee of increased pay died in committee.

## Washington Education Board Calls for Duty-Free Lunch

OLYMPIA, Wash.—The state of Washington now has a "right-to-eat" policy for teachers if not a law.

When a bill mandating duty-free lunch periods came up for hearing before a Senate committee, it was suggested that the state board of education attempt to accomplish the purpose with a directive.

After discussions by members

of the legislature, State Supt. of Schools Louis Bruno and Washington State Federation of Teachers Legislative Representative Don Baker, the state board issued a recommendation that all districts provide a 35-minute daily duty-free lunch period for all teachers.

The state board asked the districts not already having the policy to put it into effect as rapidly as budgets permit.



## THE AMERICAN TEACHER

Vol. 8

November, 1961

No. 2

Published by the American Federation of Teachers, affiliated with the American Federation of Labor-Congress of Industrial Organizations



**Executive, Advertising and Editorial Offices**

716 North Rush Street  
Chicago 11, Illinois

**Editor**

Marie L. Caylor

**Associate Editor**

Harry E. Caylor

**Editorial Advisory Committee**

Selma M. Borchardt Guy M. Lahr, Jr.  
Mary J. Herrick Mrs. Dorothy Matheny  
Dr. David A. Hilton Carl J. Megel

Published six times yearly, in the months of September, November, January, March, May and June. SUBSCRIPTION: \$1.00 per year—foreign \$1.10—Single copy, 25c. Subscribers are requested to give prompt notice of change of address. Remittances should be made in postal or express money orders, drafts, stamps or checks. Available in Microfilm through University Microfilm, Inc., Ann Arbor, Mich. Postmaster: Please send form 3578 to 716 North Rush Street, Chicago 11, Illinois.

Second Class Mail Privileges Authorized at Chicago, Illinois

**GOING TO MOYE?**

Notify us immediately, so that the American Teacher and American Teacher magazine will follow you. Send 1) your full name, 2) old address, 3) new address, 4) name and number of your AFT Local to American Teacher Publications, 716 North Rush Street, Chicago 11, Illinois.

**Code for Teacher Quality\***

From the Kansas City Teacher

The first essential of good teaching is that the teacher must know the subject which he chooses to teach and continue to learn it. As he gains knowledge, he becomes a better, more thorough, and more stimulating teacher.

The second essential is that he must sincerely like his subject. Qualities 1 and 2 are related. It is impossible to go on learning year after year without feeling a natural interest in a chosen subject.

A quality teacher genuinely likes young people. He believes in the capabilities of his students and is dedicated to helping them become better, more effective men and women.

A teacher should know his students. To meet individual needs, he must have a knowledge of the pupils' capacities. With a warm personal interest, he is concerned with their development. He checks earlier records and watches how his students progress after having left his class. He makes use of records indicating behavior, personality, and scholastic development of the child from the time he enters school. He does not hesitate to ask for assistance from specialists for the special cases. He, then, adjusts instruction to them. "Each weakness is to be studied and as far as possible, corrected." Work is organized and prepared in advance. Students know what is expected of them. Assignments and tests are checked and returned promptly.

Teachers must see more, think more, and understand more than the average man and woman. They must know more about the world, have wider interests, and have a broader background of social and cultural information and experience. This store of knowledge cannot be gained from a textbook. A quality teacher is a part of "living."

Humor, which keeps the pupils alert and interested, is another important quality. Laughing together, not at another, brings unity to those separated by age and authority.

A quality teacher is determined. He protects his own individual freedom to make choices which he believes are educationally sound whether they concern teaching methods, materials used, or discipline ad-

\*Adopted by the members of the Kansas City, Mo., Federation of Teachers, Local 691.

ministered as long as these are for the pupil's improvement. He continually strives to prepare his students for duties and responsibilities of adult life.

In speech and action, the quality teacher is genuinely kind. In all learning, the pupils must feel that he wants to help them, wants them to improve, is interested in their problems, is pleased by their successes, and is sympathetic with their weaknesses.

The teacher must be physically fit and mentally alert. He is always ready to lend a helping hand to his fellow teachers, particularly those who are beginning their teaching careers. A quality teacher checks a rumor and corrects any mis-statements.

He is familiar with the Administrative Code. Any regulation of the school district which he considers unfair or impractical, he works to change through democratic negotiations with his employers through his chosen bargaining agents.

The quality teacher realizes that as a leader in his classroom, he may stand alone; but if public education is to be on a high level, he must participate in the social, economic, and political activities of his community, state, and nation. He supports collective action for the improvement of his profession both financially and actively.

**Alert for Summer 'Shops**

By James L. Fitzpatrick\*

It may be a little early in the school year to begin thinking about next July and August, but it is not too early for a Local to start planning to supply a scholarship or otherwise encourage a promising leader to attend one of the AFT workshops traditionally held in those months to train teacher union leaders.

Last summer highly successful 'shops were held in the School for Workers, University of Wisconsin; the University of Connecticut, Storrs, and the University of California, Berkeley. Many Locals approached the school-year end with the desire to send a representative to one of these, but with treasury depleted by other and often less profitable activities.

Many individual members aspiring to union leadership came up similarly. An old saying, "The Future Belongs to Those Who Prepare for It," also applies to AFT leadership.

AFT state and Local Federations can make no better investment in their future than to set aside funds to send a leader to one of the three workshops next summer. While the dates will not be announced until later in the school year, it is certain that one will be held in Madison, and most likely again at the Universities of Connecticut and California.

Growth of the American Federation of Teachers depends on informed leadership and the workshops are the place to get the necessary information—also, to spend an enjoyable week or two with fellow unionists on one of the three beautiful campuses.

**School Bomb Shelters**

From the Philadelphia Bulletin

When the American Federation of Teachers in convention here, voted to assume leadership in a program for building bomb shelters at schools and colleges, it probably struck a responsive chord in the hearts of many parents.

Nuclear war may be unlikely, but it is a possibility. If an attack came at an hour when 50,000,000 children, from kindergarten to college age, were in school, the school shelters would save countless lives.

Many people are hard to convince of the need for some protection against radiation from the debris from nuclear bombs. Some are fatalistic. Others are scoffers. Still others see the proposal as a form of boondoggling, or an unnecessary expense or part of a scare psychology. But if some people are apathetic, the civilian defense directors in this area are not. The directors in Delaware, Montgomery, Chester and Camden already have built shelters at their homes.

**The Misuse of IQ Tests**

From the Terre Haute, Ind., Tribune

The executive council of the American Federation of Teachers has taken a welcome potshot at the apparently widespread misuse of intelligence quotient (IQ) tests to determine pupil ability in the public schools. The criticism is particularly apt as it relates to minority group children in slum areas.

It is this aspect that especially concerns the teacher group, which rightly points out that mass IQ testing is "an unsafe method of determining potential native ability." This is truer than ever when some children tested come from underprivileged homes, and whose limited cultural experiences do not permit them to score well in the tests even though they may possess high native ability.

\*Veteran coordinator of the University of Wisconsin, School for Workers, American Federation of Teachers-sponsored 'shop, and executive-director of the Wisconsin Federation of Teachers.

**The President's Column**

By Carl J. Megel

RECENTLY our attention was called to a startling fact. Records now show that on any school day during the 1961-62 school year, more than 25 per cent of the entire population of the United States is in attendance at school or some institution of learning.

We have said many times that education is big business. And so it is until we become aware of another fact, most startling of all. The world spends more money for war material in one hour than it does for education in an entire year. In other words, for each dollar which the world spends for education, the world spends \$10,000 for war material.

We who are educators must be encouraged by the desire for knowledge by such a large percentage of our population. But we can never hope to have peace with dignity until we can close the gap between expenditures for armament and education.

WE HEAR MUCH today about new frontiers.

As Dean Heywood so expertly stated recently, "There has always been a frontier." Explorers, microbe hunters, imperialists, architects, and a host of others would qualify. Vasco da Gama around the Cape; Ricketts in Central America; Clive in India; the Mormons across the great plains, and Earhart across the Pacific! Every person was governed by something he wanted to do and in each case it was an intellectual as well as physical quest.

The new frontier is not under the seas, or in space, or in the bowels of the earth but, as it has always been, in the mind. The new frontier is actually the oldest frontier of man. Its goal is to understand more objectively the world in which man lives.

To do so requires extension of democracy and democratic rights. The American Federation of Teachers has constantly striven to provide equal educational opportunities for all without regard for race, creed, or color.

Just as Lincoln declared we cannot exist half-free and half-slave, we cannot meet our obligations in tomorrow's universe without a citizenry of equal preparation and education. Education is the first essential for citizenship, human rights and human dignity.

DEMOCRACY in education can become a reality

only through practice. Recently, a professor at the University of Tampa was dismissed. It is reported that the president of the University, in justifying the dismissal, stated that the views of the professor on such topics as Federal Aid to Education, UNESCO, United Nations, social security, old-age benefits and others were contrary to the philosophy of a conservative university—and especially at a time when the university was embarked upon a campaign for funds for a building program.

We who are educators must certainly feel some embarrassment to learn that a president of a university is more concerned about dollars for dormitories than development of democracy. His limitation of academic freedom creates a block to liberal education that no amount of buildings can overcome. No better exposition can be found to point out the need for the continual dynamic, democratic educational leadership of the American Federation of Teachers.

It is tragic that the highly trained personnel in our institutions of higher learning have allowed themselves to become subject to arbitrary dismissal. Generally, teachers in our colleges and universities are more poorly paid than high school and elementary teachers—especially in areas where we have strong Locals of the American Federation of Teachers.

In addition, they are frequently required to pervert their craft in the interests of public relations and harmony. Actually, the "pursuit of excellence" by many of our institutions of higher learning is just so much public relations rhetoric. The academic bureaucrats who have confused their administrative rank with intellectual superiority have practically decreed "publish or perish" as a universal rule with out too much regard for the quality of what is published.

FROM OUR point of view, these administrative directives attempt to circumvent membership in the American Federation of Teachers through which college and university instructors could find satisfactory outlets. In most schools of education, the instructors deliberately channel prospective teachers in the National Education Association and encourage their membership. We object to this procedure—especially where equal consideration is not given to the American Federation of Teachers, the organization of classroom teachers which does provide avenues through which these problems can be resolved.



## Local 250 Asks for Separate Rest Rooms in Toledo Schools

TOLEDO, Ohio — Under the heading, "Togetherness Can Go Too Far," Mrs. Dorothy Matheny, AFT vice-president, reports in the Weekly Bulletin of the Toledo Federation of Teachers, Local 250, that the Federation is campaigning for separate rest rooms and toilet facilities for men teachers in the city's elementary schools.



Mrs. Matheny  
in the city's elementary schools.

Mrs. Matheny pointed out that last spring the Federation submitted a request to the board of education to "take some action" to provide the separate facilities for the men teachers who are being appointed in increasing numbers to the elementary schools.

### Men to Furnace Room

Toledo Assistant Superintendent of Business Administration Ross promised at the time that

he would see what could be done, but pointed out that facilities were available to the men in the furnace and engineers rooms.

This school year Local 250 received a report that men and women were forced to use the same facilities in two elementary schools, and a letter was again addressed to the board urging separate facilities.

Ross said at a board meeting that the situation at one of the schools in question had been corrected and that five new schools had the separate rooms.

### Men Not Anticipated

Apparently, when the older grade schools were built, the administration and construction experts anticipated only women teachers, and correctives have been made in few of the buildings since.

Because the needed rooms do not call for elaborate alterations within a school, Mrs. Matheny added, "it is hoped that another year will not elapse before action is taken. Togetherness belongs in the home."

## 17-Year-Old Story, School Count Higher

WASHINGTON, D.C.—This is a 17-year-old story.

The Office of Education reported an increase in the nation's school and college stu-

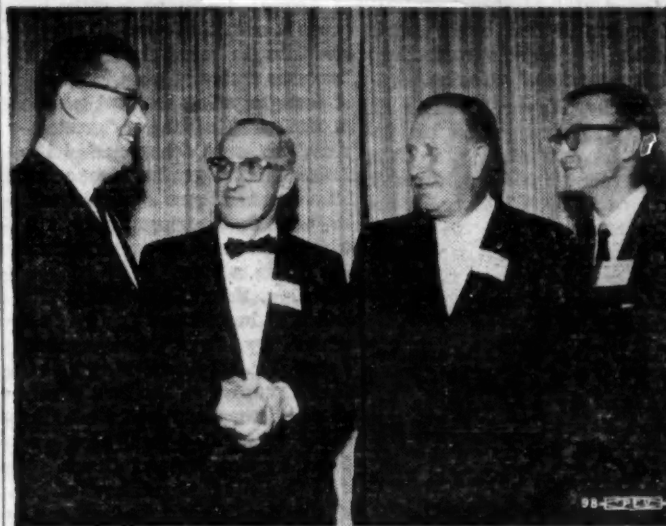
dents for the 17th consecutive year.

Enrollments, 1961-62, were estimated at 49.3 million, an increase of 1.4 million. The breakdown was 34.2 million in elementary schools, 10.8 million in high schools and 4.3 million in universities and colleges.

Total teachers needed was placed at 1,684,000 and the classroom shortage at 142,000. Non-public school enrollments were reportedly increasing fastest.



Gary Teachers Union, Local 4, hosts new teachers in its school system at orientation luncheon: From left, Robert J. Razumich, Local 4 president, and Edward Mores, Cornelius Reynolds and Mrs. Lyndon Dean, new teachers, talk teaching problems. Below, at dinner for new teachers in Hammond, Ind., from left, Carl Daun, president of the host Hammond Federation of Teachers, Local 394; Arthur Gibson, president of the Indiana Federation of Teachers; Leland Daugherty, vice-president of the Lake County Central Labor Union, and Charles Miller of Gary, American Federation of Teachers vice-president.



## 21 State, Local Secretaries Augment AFT's Field Staff

CHICAGO, Ill. — Besides its own three full-time field representatives, the American Federation of Teachers is currently collaborating with 19 State and Local Federations in staffing with 21 executive secretaries and representatives.

The national representatives and their addresses are Henry L. Clarke, 1304 La Loma, Berkeley 8, Calif.; Miss Sally Parker, 270 Clarendon St., Boston, Mass., and Albert Shanker, 100 La Salle St., New York City, N.Y.

### State Representatives

State representatives of 11 state Federations are as follows:

**Arizona**—Bill Karnes, 917 E. State, Phoenix, staff representative, Arizona Federation of Teachers Unions.

**California**—Ralph Schloming, 3745 Denair, Pasadena, executive secretary for southern California, California State Federation of Teachers, and Hugh MacColl, 3631 Northgate, N. Sacramento, executive secretary for northern California.

**Colorado**—Herrick S. Roth, Denver Labor Center, 360 Acoma, Denver, executive secretary, Colorado State Federation of Teachers.

**Connecticut**—Joseph H. Solfer, 75 Milford Street, Hartford,

executive secretary, Connecticut State Federation of Teachers.

**Illinois**—Paul E. Woods, 520 S. Sixth St., Springfield, executive secretary, Illinois State Federation of Teachers.

**Indiana**—Miss Ann Maloney, 131 East 5th Ave., Gary, professional field representative, Indiana State Federation of Teachers.

**Michigan**—Henry Linne, 1063 Lakepointe, Grosse Pointe Park, president and executive secretary, Michigan State Federation of Teachers.

**Minnesota**—Harvey Otterson, executive secretary, and Henry Winkels, assistant executive secretary, 2147 University Ave., St. Paul, Minnesota State Federation of Teachers.

**New York**—John Fallon, 15 Ohayo Mt. Rd., Woodstock, executive secretary, Empire State Federation of Teachers.

**Pennsylvania**—Miss Margaret Root, 34 South 17th St., Philadelphia, executive secretary, Pennsylvania State Federation of Teachers.

**Wisconsin**—James L. Fitzpatrick, 6333 West Bluemound Rd., Milwaukee, executive direc-

## Corey New County Board Executive

CLEVELAND, O. — Paul A. Corey, also a past-president, has resigned as executive secretary



Mr. Corey

of the Cleveland Teachers Union, Local 279, to become executive assistant to the board of Cuyahoga county commissioners.

James E. O'Meara, Local 279 president, took over the duties of executive

secretary after announcing that Corey's resignation was accepted by the executive board with both regret and congratulations.

### Left Envious Record

Corey was the Local's first executive secretary, assuming the position a year and a half ago, after serving as president. In resigning, he left behind an enviable record in both labor and teacher unions of the area.

The Critique, Local 279's newspaper, under the heading of "Corey Story," paid tribute to his services, recalling:

"The blood bank, membership in the Union Eye Glass Center, discount drugs, a new teacher transfer policy, military service credit in salaries and the Cleveland Federation of Government Employees were instituted or more fully developed under his leadership."

### His Many Activities

Membership and salary increases were also obtained. A social studies teacher before taking the position of Local 279's executive secretary full time, Corey is active in the AFL-CIO locally.

tor, Wisconsin Federation of Teachers.

### City Representatives

**Chicago**—John Desmond, 201 N. Wells St., Assistant to the president, Chicago Teachers Union, Local 1.

**Cleveland**—James O'Meara, 616 Engineers Bldg., president and acting executive secretary, Cleveland Teachers Union, Local 279.

**Contra Costa County, Calif.**—Jim Marshall, Contra Costa County Federation of Teachers, Local 866, Richmond.

**Detroit**—Miss Helen Bowers, 2712 Lawrence, executive secretary, Detroit Federation of Teachers, Local 231.

**Hawaii**—Mitsuo Uechi, Pier 8, Room 203, Honolulu, Oahu Federation of Teachers, Local 1127.

**Los Angeles**—Hank Zivetz, 4949 Hollywood Blvd., Los Angeles, secretary, Los Angeles Teachers Union, Local 1021.

**Minneapolis**—Charles Boyer, 25 University Ave. S.E., executive secretary, Minneapolis Federation of Teachers, Local 59.

**New York City**—Dave Selden, 2 East 23rd St., executive secretary, United Federation of Teachers, Local 2.

## GRADUATE RECORD EXAMINATION SERIES

### HOW TO PASS GRADUATE RECORD EXAMINATIONS

#### FOR GRADUATE SCHOOL SELECTION QUESTIONS AND ANSWERS

COMMON (BASIC) EXAMINATION	.....2. Chemistry .....	3.00
.....1. Aptitude Test (a) .....	.....3. Economics (b) .....	3.00
	.....4. Education .....	3.00
	.....5. Engineering (c) .....	3.00
EXPLANATION OF SYMBOLS	.....6. French .....	3.00
(a) Also for the Admission Test for Graduate Study in Business.	.....7. Geology .....	3.00
(b) Combined in one volume, SOCIAL STUDIES	.....8. Government (b) .....	3.00
(c) Not published 1961	.....9. History (b) .....	3.00
	.....10. Literature .....	3.00
	.....11. Mathematics .....	3.00
	.....12. Philosophy (c) .....	3.00
	.....13. Physics .....	3.00
	.....14. Psychology .....	3.00
ADVANCED TESTS	.....15. Sociology (c) .....	3.00
.....1. Biology .....	.....16. Spanish .....	3.00

For the first time, materials are now available for applicants for admission to certain graduate and professional schools who are required to offer scores on the Graduate Record Examinations. The Graduate Record Examinations are designed to give graduate schools information concerning your educational background and general scholastic ability.

The Series listed above covers in separate volumes—questions and answers—the Aptitude Test and the Advanced Tests which are administered to these candidates, usually during the months of November, January, March, April, and July.

Since the Graduate Record Examinations are now used throughout this country and many foreign countries as a basic determinant for admission to graduate work, the importance of making an acceptable score on these difficult examinations is patent. This can only be accomplished through adequate study and preparation.

Each candidate for admission to graduate school must take the Aptitude Test and one of the above Advanced Tests.

Inasmuch as copies of previous Graduate Record Examinations are not available, we have used in our Series representative equivalent examinations given during the past few years throughout the country.

Mail Orders: Please Include \$.25 For Postage and Handling For Each Book.

### PUBLISHERS

## TECHNICAL EXTENSION SERVICE, INC.

142 LIVINGSTON STREET, BROOKLYN 1, NEW YORK

2nd FLOOR

ULSTER 2-8601





Five tiny first grade Negro children peacefully enter desegregated New Orleans McDonogh's 19 elementary school where desegregation last year was a signal for violence in which first Negro pupils were escorted to school by deputy U. S. marshals. (American Teacher, March, 1961)

## South's School Desegregation Peaceful After Turbulence

By John E. Rousseau\*

\*City Editor, The Louisiana Weekly. Written for the American Teacher.

NEW ORLEANS, La.—Observers over the entire nation were amazed at the peaceful atmosphere accompanying the desegregation of public schools in several of the Deep South states at the opening of the current school term.

Two of the south's major cities, Dallas, Texas, and Atlanta, Ga., of course, drew much interest since they were initiating bi-racial schools. Interested persons over the world also focused their attention on New Orleans, remembering the turbulence which marked its first desegregation of public schools in Nov., 1961.

### New Orleans Peaceful

New Orleans, which prides itself on being different from any other city in the nation, lived up to its reputation of being unpredictable. Despite the hang-over from last year's violence, the city this year accepted an even slightly expanded desegregation of public schools in a peaceful and orderly manner.

At this writing there are 12 Negro children attending integrated classes in six formerly all-white public schools. Four of these schools were newly desegregated, the other two having been mixed last November.

Unlike Atlanta and Dallas where bi-racial committees made extensive preparations for the opening of the fall terms, New Orleans took no such action but relied on a last-minute flurry of appeals by city officials, business executives, private organizations and the press for law and order.

### Many Factors Involved

There were many other factors, however, contributing to the peaceful manner in which New Orleans accepted its second year of public school integration:

First, interference from the State of Louisiana was noticeably absent. In fact, state officials, without saying so publicly, intimated they would cooperate with New Orleans in its efforts to comply with the Federal court's order to desegregate. There were no special sessions of the state legislature. A special state legislative committee gave recognition to the elected Or-

leans Parish school board (which had been "read out" of office by the state in last year's battle) and indicated that state funds would be available for operations and for teachers' salaries.

Secondly, Mayor Victor H. Schiro was stronger in his demands for law and order than was former Mayor deLesseps S. Morrison in 1960. The police department over which the mayor has jurisdiction, left no doubt whatsoever in the public mind that demonstrations would not be tolerated.

Third, the element of community pride was exploited by the press and by leaders who reminded citizens of the disgrace which the disorderly demonstrations of 1960 had brought upon the city.

### Strategy In Advance

Additionally, the Orleans Parish school board wisely announced in advance the new schools to be desegregated instead of waiting until the opening day of the term.

The board, through President Louis Riecke, announced that "less than 10" of the 66 Negro applicants for transfer to white schools had been approved. He said they would be actually placed in the newly desegregated schools "before Sept. 15."

Public schools opened on Sept. 5. Then came the announcement that the White Citizens Councils would stage a mass meeting on Sept. 13. The school board, in its master stroke, sent telegrams Sept. 7 to the eight Negro applicants who had been selected, ordering them to report to the schools the following day.

### Federal Action Taken

Louisiana's compulsory attendance law which was stricken from the books to fight school desegregation has not been restored. But segregation leaders who urged white parents to withdraw their children from the Frantz and McDonogh 19 schools made arrangements that these pupils could attend classes in St. Bernard Parish which adjoins Orleans.

The Federal government, in September, filed suit against St. Bernard Parish asking a court order to forbid that parish from admitting pupils from Orleans Parish schools which have been desegregated. The action alleges

## Fewkes Heads United Chicago Public Workers

CHICAGO, Ill.—John M. Fewkes, president of the Chicago Teachers Union, Local 1, is president of a newly formed

that St. Bernard Parish is "thwarting the Federal Court's order to desegregate Orleans Parish schools." This matter was awaiting a hearing at press time.

Daily attendance in the other desegregated schools in New Orleans was approaching normalcy. It was significant, too, that there was no necessity to provide police escorts for any pupils attending the desegregated schools. Some 60 United States deputy marshals who were brought here and held in readiness were never needed.

### Starts From Top

The City of Atlanta desegregated its public school system with calm and in good order. It attracted wide attention because it admitted some 10 Negro students in what is termed a "reverse stairstep plan." Instead of desegregating the first grades in 1961 and adding a "grade-a-year," Atlanta desegregated the 11th and 12th grades. Next year, 10th grade Negro students will be admitted to previously all-white classes, and so on, down one grade a year.

Dallas, Texas, which had the nation's largest segregated school system, desegregated peacefully. Eighteen Negroes were accepted in the first grade of eight formerly white schools under a grade-a-year plan ordered by the Federal Court.

In both of these key cities of the South civic leaders, religious spokesmen, governmental representatives and communications media had cooperated in a preparedness program designed to persuade their fellow citizens to accept the change in the racial status of the schools without violence or demonstrations.

Galveston, Texas, also desegregated the first grade and kindergarten under a grade-a-year plan approved by a Federal Court judge. Thirty-five Negro pupils were involved. Five other Texas districts desegregated voluntarily.

### Desegregation Summary

Summarizing the school desegregation situation, the Southern School News points out:

"New desegregation policies took effect in 29 districts in eight states as the South's public schools opened for the 1961-62 year. In two of the 29 districts no Negroes applied for admission to schools with whites so that their schools remain segregated in practice.

"This brought to 810 the number of districts having desegregated in practice or in principle in 14 states and the District of Columbia at the beginning of the eighth school year since the United States Supreme Court desegregation decision of 1954.

"Three states—Alabama, Mississippi and South Carolina—continue to have complete segregation at all levels of their public education systems. The entire region has 6,663 districts, of which 2,813 have both white and Negro pupils living in them."

Cook County (containing Chicago) Council of Public Employees to represent AFL-CIO unions in the area.

Fewkes said purpose of the council is for joint action to improve conditions of the membership, including salaries and working conditions. A committee of seven was elected to write a tentative statement of objectives.

## AFT Calendar Notebooks In Big Demand

CHICAGO, Ill.—A school-year Appointment Calendar notebook has become one of the most popular items among the literature and services of the American Federation of Teachers.

The notebook is bound in a gold-imprinted blue "leatherette" cover and contains 1961 and 1962 year calendars, daily date-spaces for notations, pages for memoranda, and a page of AFT Goals as well as one listing services and benefits to members.

Since issued, it has been supplemented by a similar but calendar-year booklet for 1962, with the months, January to December, and the cover in maroon and gold to distinguish it from the school-year edition.

Either notebook is durable—for year around wear—and may be ordered from the American Federation of Teachers for \$15 per 100 or 15 cents for one.

## Cites Boycott Against Sears, Roebuck

WASHINGTON, D. C.—Since June, 1960, unions affiliated with the AFL-CIO have been conducting a consumer boycott against Sears, Roebuck sells by mail and because of the latter's anti-union policies.

The boycott was called to the attention of AFT members by AFT President Carl J. Megel, and was additionally pressed by the Retail Clerks International Association of which James A. Suffridge is president.

At issue is Sear's persistent disregard of the rights of its employees to join or not to join a union and its stubborn refusal to continue long-standing union shop agreements in cities throughout the country.

The Retail Clerks charge that the company's actions strike at the "very heart of the fight for decent working conditions." Sears, Roebuck sells by mail and through 729 retail stores across the country.

Suffridge said: "Sears refuses to back up one step from its full scale program of breaking union agreements; refuses to bargain in good faith. The menace of Sears to the entire labor movement consists of the fact that the company spearheads for open-shoppers on every Main Street in America."



Former executive secretary of Detroit Federation of Teachers, Local 231, and area labor leader presented with award for "distinguished service in the field of education" on Teachers Day at the Michigan State Fair: From left, State School Supt. Lynn M. Bartlett, Mrs. Mary E. Kustad, recipient of the award; Gov. John B. Swainson and newly appointed State Fair Manager Walter A. Goodman, the latter a Local 231 member. Henry Ferguson of Lincoln Park, vice-president of the Michigan Federation of Teachers, was similarly cited.

## First Teacher-Labor Backed Board Member in Des Moines

DES MOINES, Ia.—A Des Moines Federation of Teachers, Local 600, and labor-supported candidate is a new member of the city's board of education as a result of the September election.

The teacher and labor-backed member is Ora E. Niffenegger, one of the two similarly supported candidates, who drew more votes than an incumbent also elected.

Robert E. Davenport, Local 600 president, said Niffenegger's election was the first for a board

candidate supported by the teachers union. He added:

"We were able to secure the vote that we did because of the help given by the Polk County Labor Council which headed the 'get-out-the-vote' campaign."

Niffenegger is currently placement director at Drake University, and previously was a superintendent, principal and teacher in Iowa public schools. He declared:

"I believe that whenever a decision must be made that will affect any group of school employees, then that group should have a part in the decision."



## Revival of Federal Aid Next Year, 'Bootstrap Operation'

By Willard Shelton

Managing Editor, AFL-CIO News  
Written for the American Teacher

WASHINGTON, D. C.—The collapse of the Kennedy school aid bills in the first session of the Congress means that an act of resuscitation will be required if the 1962 session is to pass the first general program of the kind. It would be a disservice to report less than this harsh fact.

Mr. Shelton

There was good reason to

hope, last January, that President Kennedy's support of school aid would swing a bill through the House. (The Senate, of course, has been ready to support such a program for 12 long years, ever since the late Senator Taft of Ohio helped push through a bill in the democratic Senate following Mr. Truman's 1948 election.)

### Literally Smothered

School aid this year was literally smothered—the victim of tactical miscalculation, of apathy and of overt hostility, of religious controversy. This makes a chancey background against which to launch a new campaign for passage, since positions have been frozen, and the House next year will have basically the same makeup as this year.

The chief sponsor of the House bills, Rep. Frank Thompson of New Jersey, has acknowledged that he thinks the program is dead until after new congressional elections. Mr. Kennedy says he will try again—but the President's mind this year was on Berlin and Laos, on Red China and the United Nations, on nuclear bombs and the issues of freedom. White House spokesmen who tried to work out compromises simply stumbled into

## 'Ifs' in Aid For Education In 2nd Session

WASHINGTON, D. C.—American Federation of Teachers Vice-President and Washington Representative Selma Borchardt said at press time that Federal Aid for Education from the current Congress is "perfectly possible but there are a few big ifs."

She attributed the present deadlock to both extreme groups, those who would rather deny grants to public schools that allow loans to private schools, and those who oppose aid to public schools unless they can get aid for private schools.

Miss Borchardt added that many of the bills' supporters felt that talk of compromise was premature after the original program ran into trouble, and said that much depends on clear and firmly enunciated White House leadership as well as good legislative strategy.

a widening legislative morass.

### Three Major Factors

A candid appraisal of the factors defeating school aid this year include three major ones:

- 1) The basic Thompson bill, covering Federal grants for building construction and for maintenance including teachers' salaries, lacked the wholehearted support of House Speaker Sam Rayburn. He would prefer a bill for construction alone.
- 2) Rep. John McCormack of Massachusetts, the democratic floor leader who became acting speaker when Rayburn went home to recuperate from illness, had much support in indicating that he wanted no public school aid without some form of aid to private and parochial schools.
- 3) Rep. Halleck of Indiana, the house Republican floor leader, fought Federal school aid this year with the same tenacity he has shown in the past—and never more effectively.

Mr. Halleck, indeed, should be credited with emerging from the first session of the 87th Congress as its dominant figure. Congress passes bills only with joint concurrence of the House and Senate, and Mr. Halleck has

## Grade Teacher New Mayor Of Belleville

BELLEVILLE, Ill.—Charles E. Nichols, one of the founders and a member since of the Federation of Belleville Teachers, Local 673, is making strides in the implementation of campaign planks since his election as mayor of this city this spring.

Nichols, a sixth grade Mayor Nichols teacher, was given a leave of absence to assume the duties of

his four-year term, to which he was elected by a margin of more than two to one while carrying 24 of the city's 25 precincts.

Kenneth L. Langer, Local 673 president, said the "landslide" was the largest ever received by a candidate for the office in Belleville. Nichols began carrying out campaign promises as soon as taking office.

A first step was to establish a juvenile branch of the police department, to work out a plan for all civic organizations to act as Big Brothers and Sisters to juvenile offenders with the co-operation of guidance counselors of the Belleville Township High School.

The new mayor also secured an innovational job classification program; the first four-year agreement with labor ever obtained in this area in the city.



New teachers in system guests at swimming and sailing party at Marin County Belvedere Lagoon home of Susanne Greenfield, president of the South San Francisco, Calif., Federation of Teachers, Local 1119. Sailboat rides were conducted by Charles Greenfield, and the Local's members served barbecued hamburgers with salads and desserts.

shown that even under the Kennedy administration he can command almost the total Republican membership in the House and half the southern Democrats. This is enough to beat the Senate and beat President Kennedy, and a bill beaten in the House never gets to the White House for signature.

### No Real Issue

On school aid, no real issue of principle is involved. Halleck each session lets bills go through to provide Federal money for so-called Federally "impacted" school districts—some three thousand districts in dozens of states, with the largesse flowing for construction and teachers' salaries without distinction. Speaker Rayburn, the Kennedy leader, has never really made up his mind about school aid. Mr. Halleck has: He tells his people to vote for "impacted" area

funds but to vote against general school aid. It is an absurdity but he makes it work.

The impetus for a salvage operation can come from only one place under our system: The White House. Nevertheless, the amount of rebuilding of alliances needed is enormous; decisions must be made on strategy and an agreed objective, and groups in favor of school aid face serious problems.

Situations sometimes shift in an election year, and even the smaller cracks in the solid wall of Halleck's opposition and conservative southern Democratic opposition might quickly be exploited. But in terms of political realism, a great deal of luck will be needed to revive the aid bills next year—luck and hard work, and a top-level decision by the President to launch a new all-out battle.

## EARN EXTRA CASH

We have funds available to finance College costs. Would you like to make these funds available to families in your area? We pay you \$100.00 for each family you enroll in the plan. Write to us for full details.

**THE EDUCATORS' TUITION PLAN**  
5420 North College Ave.  
Indianapolis 20, Indiana  
Phone CL 1-1205

### GIVE HIM SLIPPERS for XMAS!

Soft, supple leather slippers with comfortable cushion crepe sole and heel. Styled with new reverse seam moc toe for that elegant look.



#14

Unlined, cushioned from heel to toe with 1/2" foam insole. Black, Antiqued Brown, Buffnut Glove.

4.95 pair

Sizes 6 to 12



#74

Fully lined in warm, soft 100% Orlon. Black with Red lining, Antiqued Brown with Gold Lining, Buffnut Glove with beige lining.

5.95 pair

Sizes 6 to 12

Sorry, No C.O.D.'s

Herbert Harris Enterprises, Inc.  
Box 264—Portland, Pa.

### F. V. WALTERS Magazine Subscriptions

2 N. Williams St., Mt. Prospect, Ill.  
Best Prices, Educator's Rates  
Gift Subscriptions

Specials for Teachers:  
Write for Information  
On your school letterhead

## Your AFT Group Insurance Plans

- **Life Insurance:** A plan to insure the member, or the member and spouse or the whole family including the children! Member may be insured up to \$10,000.00. Spouse for \$2,500.00 and children for \$1,000.00 each. This is term insurance at the lowest possible cost.

- **Loss of Income:** A plan popularly known as the AFT 10-20 Plan pays \$10.00 for each day of disability (7 days a week) and \$20.00 for each day that disability requires hospitalization. The AFT 5-10 Plan pays half of the aforementioned benefits making it an excellent supplement to any existing insurance plan. Indemnity may be paid for as long as 1,825 days if disability results from an accident and for as long as 365 days if disability is caused by sickness.

For any information or details on these AFT sponsored plans please write the administrator:

**ALBERT H. WOHLERS & CO.**

111 W. Jackson Blvd., 13th Floor, Chicago 4, Illinois

- **Teachers Occupational Liability:** A plan written in Lloyds of London to protect the teacher in the event of a law suit arising out of teaching activities and school sponsored functions. Protection to \$25,000.00 for each incident.

Phones: 939-7000 and 922-5451



## Dienne Gai Irwin Puts Punch In L.A. Membership Invitation

LOS ANGELES, Calif. — Dienne Gai, the very young daughter of Charis and Edward A. Irwin is running 'way out front as the Los Angeles Teachers Union, Local 1021, go-getter for new members.

She is the author, so her father, (the president of Local 1021) says, of the union's current membership invitation, "You Mean You Haven't Joined AFT Yet?"

The invitation created a furor among Los Angeles teachers, many of whom agreed to join if they could adopt Dienne Gai, who wrote in the neatly printed folder:

"Really now. You should belong, you know. At least, that's what my Daddy says.

"He says if you're a teacher you'll want an organization that's composed only of teachers to represent you. The American Federation of Teachers is such an organization.

### It's a Bargain

"My Daddy says you get a real bargain for your annual dues—membership in local, state, and national all at one time. And he says that all Los Angeles teachers can belong to one organization; they don't have to be split among a dozen different groups.

"My Daddy says if you want a vigorous organization, one that isn't afraid to stand up for teachers' rights, even if it means stepping on some administrator's toes, then the AFT is the organization for you.

"My Daddy says any individual is lost in this vast bureaucracy of a school system without an organization to represent him. He says AFT does the best job of representing individuals as well as all teachers.

### Health Plan, Too

"My Daddy is a teacher, too, and he knows that no teacher with a family can afford to risk the huge cost of illness by himself. He says that the AFT-Kaiser Health Plan is the best offered to Los Angeles teachers because it's so complete. He says he couldn't have afforded to have me and my two sisters without Kaiser. It makes me shudder when I think about it.

"Of course, I don't have to worry much about dental care right now, but my Daddy says that the AFT Pre-Paid Dental Plan will allow him and Mommy



Dienne Gai

You mean  
you haven't  
joined AFT  
yet?

to have their dental work taken care of without having to put another mortgage on the house, the car, or on us kids.

"I'm not much interested in life insurance, but my Daddy says that the AFT policy for \$1,000 costs only 60 cents a month on payroll deduction.

### That Liability Policy

"In addition, my Daddy says the AFT (Los Angeles) has a buying service and offers a \$25,000 on-the-job Lloyd's of London liability policy free to members. He says any teacher who has students in his care is in danger of being sued in case of an accident, and you would not want that to happen if you didn't have insurance, would you?

"My Daddy says you can find out about any of these programs by sending the blank on the back of this folder. He says you won't regret it and that you'll be happy to be a member of AFT.

"Most sincerely,

Dienne Gai"

## New Grievance Procedures Issued by Milwaukee Board

MILWAUKEE, WIS.—Milwaukee teachers have a new set of board-issued rules for the handling of individual teachers' grievance cases, issuance of which was supported by the Milwaukee Teachers Union, Local 252, before the board committee which formulated them.

The rules, now available in handbook form, resulted from hearings by a board committee chaired by Mrs. Elizabeth K. Holmes, which heard Local 252's suggestions presented by Alan T. Wilson, the latter's legislative chairman, in a hearing.

Donald L. Soucie, Local 252 president, said the rules came out of a number of recent cases, including the La Gosh transfer case, (American Teacher, Sept., 1961) and are similar in many respects to the grievance procedure of the Milwaukee Teachers Union.

They also, he added, paraphrase the procedures used by the City of Milwaukee, which were secured by the State, County and Municipal Employees Union. Local 252 was the only teachers organization making specific suggestions to the board committee.

## Judge Orders Examination In Lerner Case

CHICAGO, Ill.—Superior Court Chief Justice Donald S. McKinley ruled that a probationary teacher is not required to recruit students for a particular class in order to qualify for the examination for a permanent certificate.

The decision was handed down in the case of Richard H. Lerner, junior college teacher under a temporary certificate, who filed a mandamus suit to obtain the examination after teaching two years. (American Teacher, Jan., 1961.)

The board of education charged Lerner failed to encourage students to enroll in a journalism class. Judge McKinley pithily ruled that this was not required of a teacher and ordered that Lerner, now an in-

## Hospital Plan, Also Medical In Sacramento

SACRAMENTO, Calif.—The Sacramento Federation of Teachers, Local 31, announced in the first fall issue of its Teachers Voice that it has signed a group

contract with the Franklin Medical Center Health Plan to provide comprehensive hospital and medical services for members.

The announcement said the plan is patterned after the Kaiser Foundation Health Plan, and enables subscribers and dependents to receive hospital care at the city's new, well-equipped Franklin Medical Center Hospital, exclusive of eye glasses and dental work.

## Chicago 24th Eyeglass Fund Party

CHICAGO, Ill.—The Chicago Teachers Union, Local 1, announced that its 24th annual

structor at the University of Illinois, be given the examination.

Lerner was represented in the court proceedings by John Lig-

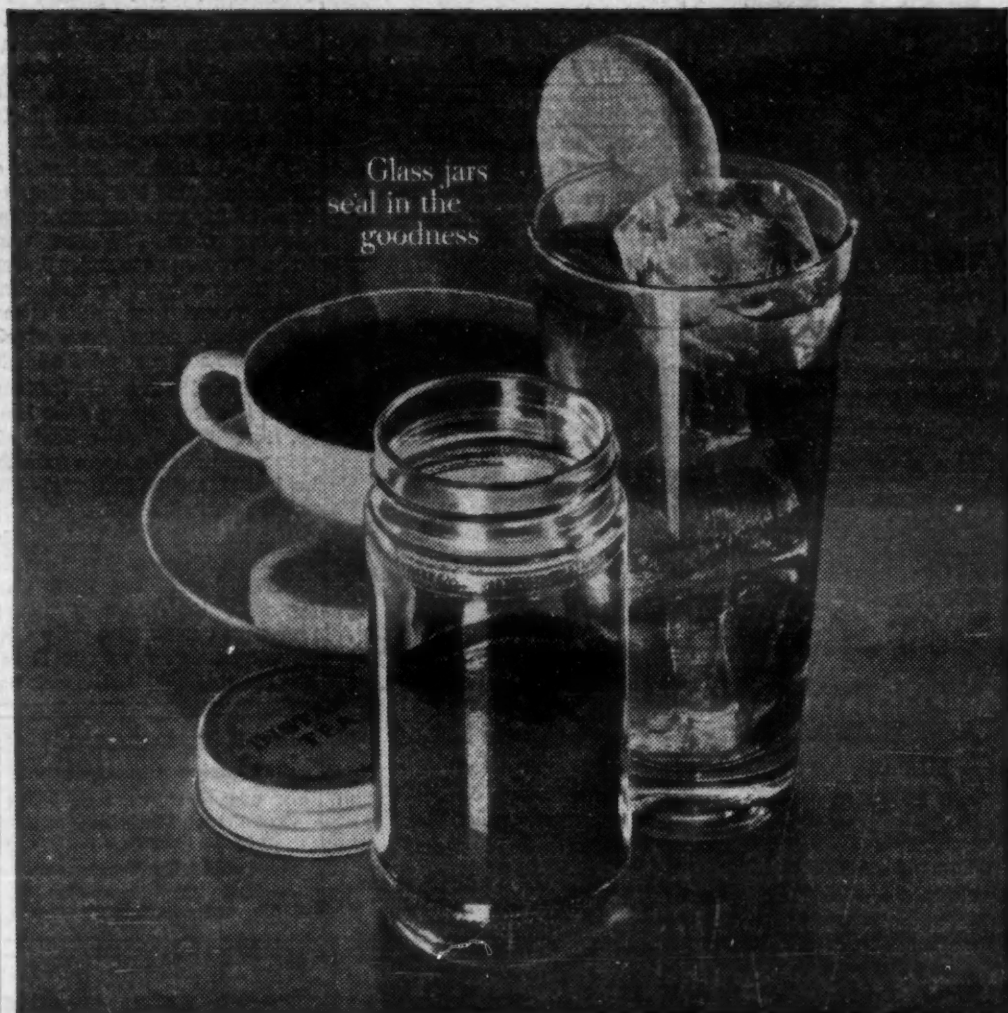
card party and style show for the benefit of its eyeglass fund was to be held Saturday afternoon, Nov. 4, in the ballroom of this city's Palmer House.

John M. Fewkes, Local 1 president, urged a majority turnout of members since the fund is to supply eye examinations and eyeglasses for needy Chicago public school children.

tenberg, also AFT general counsel, and F. Raymond Marks, and the case was watched with interest by teachers throughout the city.

## SINCE 1842...

GLASS CONTAINERS HAVE BEEN UNION PRODUCED IN THE U.S.A.



Glass jars  
seal in the  
goodness

Glass jars seal in the flavor and aroma of instant products. And jars reseal tightly for safe, moisture-proof storage. Aren't you glad so many foods come in glass?

GLASS CONTAINER MANUFACTURERS INSTITUTE, 99 PARK AVENUE, NEW YORK 16